Description
The purpose of this course is to familiarize students with different exceptionalities (physiological, intellectual, and social-emotional characteristics, as well as etiological factors) within the context of present-day laws, regulations, and educational practices. Particular emphasis is placed on identification of student’s learning needs and the ways in which regular and special educators can attempt to meet these needs. Illinois Professional Teaching Standards (IPTS), Illinois Language Arts Standards (LATS), Illinois Technology Standards (TS), and the New IPTS Special Education Standards (SPED) will be considered.

In consideration of the SESP’s Conceptual Framework and its Vision of Learning, the Learner, and Teaching, this course will give special concentration to:

A vision of learning that focuses on:
1.1 understanding student thinking about the subject matter
1.2 reflection and research as a means of learning
1.3 learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs, and work together to address questions and concerns.
1.4 authentic experience, where class sessions and assignments are designed to engage students’ interests to have implications for the student beyond the classroom; and
1.5 the use of technology by extending learning opportunities and thinking;

A vision of the learner that focuses on:
2.1 lifelong learning and development shaped by social contexts;
2.2 student diversity as resource for the educational community

A vision of teaching that focuses on:
3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modification of theory
3.2 professional conduct that is responsible and ethical.

Course Objectives Cross Referenced with Northwestern Conceptual Framework and INTASC/IPTS Standards where applicable.

1. To provide students with an overview of the historical trends (including social and political factors) in the education and social support for exceptional children from ages 3 – 21 which include the educational settings of early childhood, elementary, middle school, and secondary.

2. To familiarize students with the definitions, characteristics, and etiological factors of different types of exceptionalities

3. To provide a forum for discussing current views about appropriate education for different exceptionalities (including service-delivery approaches and program placements
4. To provide students with an opportunity to evaluate educational problems and educational plans for exceptional children from ages 3 – 21 which include the educational settings of early childhood, elementary, middle school, and secondary.

In consideration

**Academic Integrity**

Students in this course are expected to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic Guide.” All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For detail regarding academic integrity at Northwestern, visit: [http://www.northwestern.edu/uacc/](http://www.northwestern.edu/uacc/). If you need a copy of the brochure visit the SESP Student Affairs Office.

**Accommodations for Students with Disabilities**

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the Office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu SSD is located in the basement of Scott Hall. SSD also has an excellent website which is viewable at: [http://www.Stuaff.northwestern.edu/ssd/](http://www.Stuaff.northwestern.edu/ssd/).

**Course Requirements and Grading**

1. Mid-term and final examinations covering material covered in the class sessions. Each examination will constitute 30% of the final grade. (NU 1.2, 2.2) (IPTS 1, 2, 3) (LAS 2) (TECH 1) SPED (1, 2, 4)

2. For one of the course topics, you are to write a paper that focuses on information and ideas from one of the readings. This paper must be a critical analysis of the issues raised in the reading. Papers should include a concise summary of the issue, followed by a thorough argument/discussion based on the readings for the day, including your own position/reflection on the issue. This paper will constitute 20% of the final grade. (NU 1.2, 1.3, 2.2) (Dispositions 3) (IPTS 1, 3, 10) (TECH 1, 7) (SPED 1, 2, 10)

   **Criteria**
   1) 3 - 5 pages double spaced.
   2) integration of readings.
   3) depth of the discussion.
   4) organization and clarity of the arguments.
   5) clarity and accuracy of writing.

3. You will write a paper on a popular movie or TV show which has an issue or issues dealing with persons with disability. For example, *Forrest Gump, Children of a Lesser God or The Other Sister* are examples of movies with a disability. Episodes of Law and Order, CIS New York, and other popular shows have had episodes dealing some issues of disability. You should summarize the movie/show and its theme and then present a discussion of the issues and how it relates to course content and/or your own experiences. This will constitute 20% of the final grade. (NU 1.2, 2.2, 3.1) (Dispositions 1, 3) (IPTS 1, 3, 10) (TECH 1) (SPED 1, 2)

4. Topic papers and move/TV reflections will be evaluated on content, and quality of writing. All assignments must be typed. **Late work will be penalized.**
Candidates are expected to attend all sessions since certain material that will be presented will be from sources other than the text. **More than two absences will result in the lowering of the final grade by one. Each absence after two will further result in lowering the final grade by one.** In addition repeated tardiness may affect the final grade. Incomplete grades will only be given for reasons stated in the student handbook.


### CLASS SCHEDULE & TOPICS

**March 29**
Course overview
Definition of exceptional children (ages 3 -21)
Review child development models.

**March 31**
Legislation and the law (ages 3 -21)
Class activity: The Casey Martin Case (NU 1.2 , 1.3, 1.4, 2.2) (IPTS 1, 2, 3, 10) (SPED 1, 2)
Text: Chapter 1.
Video: *The Lynchburg Incident*

**April 5**
Assessment (ages 3 – 21)
Response to Intervention (RtI)
Text: Chapters 1 & 2.
Video: *Due Process*

**April 7**
Service Delivery Models (ages 3 – 21)
Teacher Skills necessary for successful inclusion
Text: Chapter 2.
Additional reading:

**April 12**
Parents of exceptional children.
Text: Chapter 13.
Activity: Responses to having a child with a disability. (NU 1.4, 2.1, 3.1)(Dispositions 3)(IPTS 2 ,3) (SPED 1, 2)
Additional reading:
April 14
Trends in the field.
Text: Chapters 2 & 3.
Video: Regular Lives.
Additional Readings:

April 19 & 21
Learning Disabilities. (ages 3 – 21
FAT City video (4/26).
Text Chapter 5
Exam # 1 posted (4/21), due April 27.

April 26
Attention Deficit Disorder (ages 3 – 21
Text: Chapter 6.
Activity: The characteristics of your ideal and worst student (NU1.2, 1.4 2.2) (Disposition 1,3 ) (IPTS 2,3) (SPED 1, 2, 10)
Additional reading:
Video: ADHD What Do We Know?
Exam #1 due.

April 28
Mental Retardation. (ages 3 – 21
Text: Chapter 4.
Additional reading:

May 3
Emotional/Behavioral Disorders (ages 3 – 21
Text: Chapter 7.
Additional readings:

May 5
Physical & Health Disabilities (ages 3 – 21
Text: Chapter 11.

May 10
Communication Disorders. (ages 3 – 21
Text: Chapter 8.
May 12
Hearing Impairments. (ages 3 – 21)
Text: Chapter 9
Additional Readings:
Visual impairments. (ages 3 – 21)
Text: Chapters 9 & 10.
Video Reflections Due.

May 17
Gifted Education (ages 3 – 21)
Text: Chapter
Additional Readings
    Exceptional Children, 67, 534 - 548.
Topic Papers Due

May 19 & May 24
Accommodations for students with disabilities.
Exam #2 posted May 24, due May 31.